



Chapter Three: Instruction and Instructional Programs

AR 3120

Program and Curriculum Development and Planning

I. Curriculum Committee

The Curriculum Committee, a standing committee of the Faculty Senate, coordinates curriculum development and review. Voting members include:

- One faculty representative from each division (chair of a Division Committee on curriculum or their designee)
- One Articulation Officer
- One faculty Librarian
- One faculty Counselor
- One student

The non voting member is the Vice President, Instruction.

The Curriculum Chair is appointed by the Faculty Senate President.

Curriculum Committee meetings: six times a year or as needed

Agenda: The Curriculum Chair in consultation with the Vice President, Instruction and the Instructional Procedures Analyst will prepare the agendas.

Minutes: The executive assistant for the Vice President, Instruction will take minutes.

II. New Course Proposals and Changes to Existing Courses

- A. Proposals may be submitted to the Curriculum Committee in the fall or spring semesters for implementation in the following semester.
- B. Proposals are initiated by faculty members and require the endorsement of their Division Curriculum Committee.
- C. Before new course proposals and modifications are forwarded to the Curriculum Committee, they will first be reviewed by Administrative Review, which includes the Articulation Officer, the Director (or representative) of the Library and Learning Resources, the Instructional Deans, Student Learning Outcomes Coordinator, Distance Education Director, and the Chair of the Content Review Committee. Following the Administrative Review, the curriculum will be reviewed by the Chairperson of the Curriculum Committee, the Division Dean, and the Vice President, Instruction. The reviewers will consider:
 1. Completeness and accuracy in filling out the form(s)
 2. Accurate numbering and credit status
 3. Accurate transferability information
 4. Hour (lecture/laboratory) and unit consistency



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5. Potential interdepartmental curricular conflicts
6. Prerequisite appropriateness
7. Hour (lecture/laboratory) and classroom activity consistency
8. Compliance with Title 5 requirements
9. Receiving of required reading material and text

The originator will be asked to revise the proposal if information is incomplete, inappropriate, or inaccurate.

- D. Once all reviewers have reviewed the proposal, it will be placed on the Curriculum committee agenda for information and action. At the Curriculum Committee meeting, committee members may raise questions concerning course proposals. In the event that additional information is required, the originator or his/her representative may answer questions at a subsequent scheduled meeting.
- E. After originators have been given an opportunity to answer questions about proposals, the Curriculum Committee acts upon the proposal.
- F. Course proposals approved by the Curriculum Committee are forwarded to the Faculty Senate for review and approval.
- G. The Faculty Senate forwards its recommendation to the Vice President, Instruction.
- H. The Vice President, Instruction recommends to the Governing Board and directs changes in the College *Catalog* and *Schedule of Classes*. Curriculum records are maintained in the Instruction Office.

III. New Programs of Instruction

- A. In an effort to insure an orderly and coordinated development of instructional programs that will service the needs of students and the community, attention will be given to the following considerations:
 1. Clear demonstration of need
 2. Consistency with overall college goals and objectives
 3. Complete cost and income analysis
 4. Appropriate location of program within division
 5. Staffing implications
 6. Adequacy of college support
 7. Need for new facilities
 8. Anticipated enrollment
 9. Regional articulation
- B. After tentative endorsement by the division, the department and the Office of Instruction will jointly develop and conduct a thorough needs assessment to determine whether a clear demonstration of need exists.
- C. If the results of the needs assessment demonstrate a need for the program, a written proposal will be developed by the department and will provide necessary information listed in "A" above and all information required for State approval.



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- D. The new program proposal shall be approved by the division in which the program will be located and by the Division Dean.
- E. Proposals shall be submitted to the Curriculum Committee in the spring semester for implementation in the following year. They should be submitted on the appropriate form and by the deadline developed by the Curriculum Committee Chairperson and the Office of Instruction.
- F. Before new program proposals are forwarded to the Curriculum Committee, they will first be reviewed by Administrative Review, which includes the Articulation Officer and the Instructional Deans. Following the Administrative Review, the curriculum will be reviewed by the Chairperson of the Curriculum Committee, the Division Dean, and the Vice President, Instruction. The originator will be asked to revise the proposal if information is incomplete, inappropriate or inaccurate. Once all reviewers have reviewed the proposal, it will be placed on the Curriculum Committee agenda for introduction and action. At the first Curriculum Committee meeting, in a consecutive series of meetings, committee members may raise questions concerning the proposal. In the event that additional information is required, the originator or his/her representative may answer questions at a subsequent scheduled meeting.
- G. After originators have been given an opportunity to answer questions about proposals, they will be acted upon by a vote of the Curriculum Committee at a subsequent meeting.
- H. After approval by the Curriculum Committee, if the proposal is for a Career Technical Education program, it shall be presented for regional college review and endorsement.
- I. New program proposals approved by the Curriculum Committee are forwarded to the Faculty Senate for review and approval.
- J. The Faculty Senate forwards its recommendation to the Vice President, Instruction.
- K. After review by the Faculty Senate, the Vice President, Instruction recommends to the Superintendent/President who will recommend to the Governing Board.
- L. Following Governing Board approval and review of CTE programs by the Regional Consortium, the Office of Instruction will submit to the Chancellor's Office a request for approval of the program.

IV. Instructional Planning

A. Instructional Planning Process

College programs will participate in the instructional planning process at least once every six years and more frequently when conditions warrant it. Discipline areas will be provided with information to assist them in planning. Data will include: weekly student contact hours, number of majors, retention rates, numbers of graduates, follow-up reports on graduates, employer information, and major



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internal and external trends, for example: employment and population trends, part-time/full-time trends, and other demographics.

The information will be supplemented by information gathered by the faculty through surveys of faculty and students, through curriculum review, and through study of the employment area and/or university curriculum. Based on this analysis, the discipline area will review and, if necessary, revise course outlines and prerequisites, and will develop an instructional plan that will be submitted to the Vice President, Instruction and the Council for Instructional Planning. This information will then become a part of budget and staffing proposals and the College Master Plan.

B. Career Technical Program Needs Assessment

1. A needs assessment will be conducted for each Career Technical Education program at least every two years or when conditions warrant it. This review shall demonstrate that the program continues to meet a documented labor market demand, does not represent unnecessary duplication of other workforce development programs in the college's service area, and is of demonstrated effectiveness as measured by the employment and completion success of its students. The Career Education and Economic Development Office, in cooperation with the divisions, will establish the schedule for the assessments.
2. The Planning and Research Office will conduct the needs assessment in consultation with the Career Education and Economic Development Office. Assessment of the labor market demand may be conducted by a review of published and online labor market information available from a variety of sources or a direct survey of local and regional employers may be carried out by the institutional researchers with the assistance of the appropriate department(s) or division(s).
3. The results of the needs assessment will be shared with the department, the Program Chair, the Division Dean and the Dean for Career Education and Economic Development.
4. When the findings of the needs assessment indicate the need for follow-up action, the Division Dean, the Dean of Career Education and Economic Development, the Program Chair, and members of the department will meet to discuss results and possible follow-up actions
5. When follow-up action is appropriate the Program Chair, Division Dean, and Dean of Career Education and Economic Development will meet to recommend actions to be taken, or further research to be done, as a result of the needs assessment.
6. The Program Chair will submit a written summary of the assessment, findings, and any recommended follow-up actions to the appropriate deans and Vice President, Instruction for review and approval. The Vice President, Instruction will forward these reports to the Governing Board for review and approval.

C. Program Discontinuance



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For this procedure see AR 3121

Council for Instructional Planning

Purpose: The purpose of Instructional Planning is to recognize quality and assist in the continuous strengthening and improvement of the college academic program as well as the support services in the instruction component. The process is designed to provide a rigorous examination of programs and their outcomes, to develop new insights into program effectiveness, to suggest ways in which programs can become more responsive to student and community needs, and to provide information for resource allocation within departments and within the college. All programs and services will be reviewed every six years and programs will provide one-page annual updates to the Office of Instruction in the intervening years. The order in which programs will be reviewed is determined by the Council for Instructional Planning.

CIP Membership:

1. Vice President, Instruction
2. (5) Division Deans
3. Dean of Instructional Development
4. Dean of Career Education and Economic Development
5. Dean of Education Centers
6. Director of Library (Administrator)
7. Dean of Student Services
8. President, Faculty Senate
9. Faculty Senate Representative
10. SLO Coordinator
11. Planning and Research Office Representative

CIP Meetings: Monthly, or as needed.

Agenda: The agenda is prepared by the Vice President, Instruction. Agenda items may be submitted in advance by committee members.

Minutes: The executive assistant for the Vice President, Instruction will take minutes.

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